

Dennis Intermediate

321 Roland Street
Bishopville, South Carolina 29010

Grades 4-6 Elementary School

Enrollment 380 Students

Principal Earline F. McClary 803-484-5386

Superintendent Dr. Lloyd Hunter 803-484-5327

Board Chair Deloris Wright 803 437 2089

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	61	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 8 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Below Average	No
2004	Below Average	Below Average	No
2005	Unsatisfactory	Unsatisfactory	No

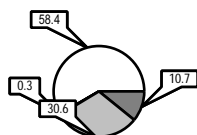
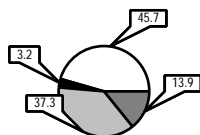
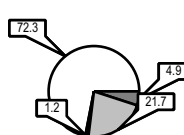
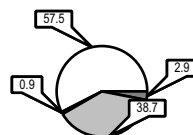
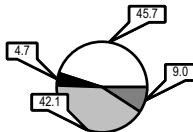
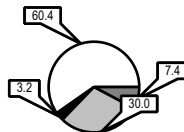
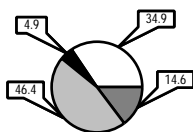
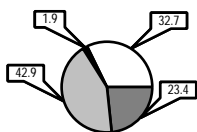
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	376	98.4	56.8	30.8	10.7	1.7	17.6	No	Yes
Gender									
Male	198	97.5	64.4	28.3	5.6	1.7	10.6		
Female	178	99.4	48.5	33.5	16.2	1.8	25.1		
Racial/Ethnic Group									
White	23	91.3	36.8	36.8	15.8	10.5	31.6	I/S	I/S
African American	347	99.4	58.0	30.4	10.4	1.2	16.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	0.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	303	98.4	53.0	33.6	13.1	0.4	19.4		
Disabled	73	98.6	73.4	18.8	0.0	7.8	9.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	376	98.4	56.8	30.8	10.7	1.7	17.6		
English Proficiency									
Limited English Proficient	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	371	98.7	56.8	30.7	10.7	1.7	17.4		
Socio-Economic Status									
Subsidized meals	350	98.3	58.9	30.5	9.7	0.9	15.6	No	Yes
Full-pay meals	26	100.0	30.8	34.6	23.1	11.5	42.3		

Mathematics – State Performance Objective = 36.7%									
All Students	376	98.1	44.3	37.1	13.8	4.9	27.3	No	Yes
Gender									
Male	198	98.0	51.1	33.0	12.1	3.8	23.6		
Female	178	98.3	36.7	41.6	15.7	6.0	31.3		
Racial/Ethnic Group									
White	23	95.7	52.4	14.3	23.8	9.5	47.6	I/S	I/S
African American	347	98.6	43.5	38.9	13.0	4.6	25.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	303	98.0	36.6	43.7	15.8	3.9	29.9		
Disabled	73	98.6	78.1	7.8	4.7	9.4	15.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	376	98.1	44.3	37.1	13.8	4.9	27.3		
English Proficiency									
Limited English Proficient	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	371	98.4	44.2	37.3	13.6	4.9	27.2		
Socio-Economic Status									
Subsidized meals	350	98.0	45.7	38.2	12.4	3.7	24.5	No	Yes
Full-pay meals	26	100.0	26.9	23.1	30.8	19.2	61.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	376	98.1	70.6	21.9	4.9	2.6	7.5
Gender							
Male	198	97.0	73.9	20.0	3.9	2.2	6.1
Female	178	99.4	67.1	24.0	6.0	3.0	9.0
Racial/Ethnic Group							
White	23	95.7	57.1	28.6	9.5	4.8	14.3
African American	347	98.9	71.6	21.6	4.3	2.5	6.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	0.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	303	98.7	68.1	24.6	6.0	1.4	7.4
Disabled	73	95.9	82.3	9.7	0.0	8.1	8.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	376	98.1	70.6	21.9	4.9	2.6	7.5
English Proficiency							
Limited English Proficient	5	80.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	371	98.4	70.7	22.0	4.6	2.6	7.2
Socio-Economic Status							
Subsidized meals	350	98.0	73.5	20.6	4.4	1.6	5.9
Full-pay meals	26	100.0	34.6	38.5	11.5	15.4	26.9

Social Studies							
All Students	376	97.9	55.8	38.7	2.9	2.6	5.5
Gender							
Male	198	96.5	60.3	34.1	2.8	2.8	5.6
Female	178	99.4	50.9	43.7	3.0	2.4	5.4
Racial/Ethnic Group							
White	23	95.7	42.9	47.6	0.0	9.5	9.5
African American	347	98.6	56.7	38.4	2.8	2.2	5.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	0.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	303	98.4	50.7	45.1	3.2	1.1	4.2
Disabled	73	95.9	79.0	9.7	1.6	9.7	11.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	376	97.9	55.8	38.7	2.9	2.6	5.5
English Proficiency							
Limited English Proficient	5	80.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	371	98.1	55.8	39.0	2.6	2.6	5.2
Socio-Economic Status							
Subsidized meals	350	97.7	58.1	38.1	1.9	1.9	3.8
Full-pay meals	26	100.0	26.9	46.2	15.4	11.5	26.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	155	94.8	47.2	41.5	11.3	N/A	11.3
	5	121	90.1	41.3	47.7	11.0	N/A	11.0
	6	146	96.6	57.1	31.4	10.7	0.7	11.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	117	99.2	60.7	23.4	15.0	0.9	15.9
	5	132	98.5	47.9	42.1	9.9	0.0	9.9
	6	127	97.6	64.9	27.0	8.1	0.0	8.1
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	155	96.1	53.1	39.3	6.9	0.7	7.6
	5	121	90.9	49.1	40.0	8.2	2.7	10.9
	6	146	96.6	36.4	46.4	14.3	2.9	17.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	117	99.2	55.1	27.1	13.1	4.7	17.8
	5	132	97.7	51.2	38.0	9.1	1.7	10.7
	6	127	97.6	27.7	48.2	20.5	3.6	24.1
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	117	99.2	69.2	19.6	8.4	2.8	11.2
	5	132	97.0	75.0	21.7	3.3	0.0	3.3
	6	127	98.4	70.8	24.8	3.5	0.9	4.4
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	117	98.3	55.7	41.5	1.9	0.9	2.8
	5	132	97.0	60.5	35.3	4.2	0.0	4.2
	6	127	98.4	53.1	42.5	2.7	1.8	4.4
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 380)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	8.4%	Down from 12.6%	3.9%	3.0%
Attendance rate	94.5%	Up from 94.1%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.6%	Up from 7.3%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.5%	Down from 7.0%	5.6%	3.2%
Eligible for gifted and talented	1.1%	Up from 0.9%	4.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.7%	Up from 12.6%	8.0%	8.2%
Older than usual for grade	9.2%	Down from 9.3%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 26)				
Teachers with advanced degrees	23.1%	Down from 24.1%	50.0%	52.6%
Continuing contract teachers	61.5%	Up from 44.8%	77.1%	83.3%
Highly qualified teachers	92.3%	Up from 87.0%	91.7%	93.5%
Teachers with emergency or provisional certificates	22.7%	Up from 20.8%	3.0%	0.0%
Teachers returning from previous year	60.9%	Down from 66.1%	83.0%	87.0%
Teacher attendance rate	95.4%	Up from 95.1%	94.9%	95.0%
Average teacher salary	\$37,381	Up 7.7%	\$40,343	\$41,703
Prof. development days/teacher	12.2 days	Up from 9.7 days	14.3 days	12.8 days
School				
Principal's years at school	0.1	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 20.6 to 1	16.5 to 1	18.8 to 1
Prime instructional time	88.4%	Up from 88.2%	88.8%	89.8%
Dollars spent per pupil*	\$7,066	Down 3.0%	\$7,465	\$6,242
Percent of expenditures for teacher salaries*	51.3%	Down from 55.7%	63.9%	65.8%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	88.0%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dennis Intermediate School, a school in the heart of the community, with the community at heart, continued to strive towards academic excellence for our student population. We continued our commitment to providing an environment that is conducive to a high quality of teaching and learning. With increased collaboration between faculty, parents, students and the community, we have embraced the One Band, One Sound mantra.

First on our list of many accomplishments for the 2004-2005 school term was an overall increase in the number of students moving from Below Basic to Basic on the Palmetto Achievement Challenge Test in the areas of Math and English Language Arts. These advancements were noted in the school improvement rating on last year's report card. In support of our district's reading initiative, over \$10,000.00 in new books was purchased as part of our school-wide instructional focus plan. Our Parent Teacher Organization, School Improvement Council and school level Parenting Coordinator, were successful at the task of improving home/school relations and spearheaded programs such as: The Gentlemen's Club and Ladies of Distinction, Technology Night, Lunch Buddies, Muffins for Moms and Dinner for Dads. Students were recognized for their accomplishments in the following areas: Lieutenant Governor's Essay winner for the school, Morning Math Munchers, Student of the Month, Reading Counts, Honor Roll and Academic Challenge Bowl winners. The Night of Family Learning (NFL Nights) continues to lure parents to workshops that provide them with a wealth of information to assist their child/children in reaching their highest levels of academic achievement.

Students were involved in other activities that promoted academic excellence and character building such as Pennies for Patients, Students against Gun Violence, Mary McLeod Bethune Park Restoration, PACT Prep Rally and our After-School Homework Center. Teachers and paraprofessionals worked collaboratively to promote academic excellence by using standards-based curriculum guides, administering PACT-like benchmark tests, participating in staff development activities, planning in grade-level team meetings, providing hands-on activities in all content areas and participating in a variety of workshops. Our school is the only school in the district to have an online scoring system. This system allows teachers and other stakeholders to use data to make informed, researched-based decisions about instruction. Retraining grant funds provided faculty and staff with staff development from renowned authors and educators in the area of differentiated instruction. An emphasis was placed on writing across the curriculum and a monthly community Time to Write was continued school-wide.

We will continue to demonstrate a committed effort towards communicating our school's vision and values, improving student achievement, providing consistency in work ethics and continuing efforts towards accomplishing our school's goals. Our 2005-2006 school year promises to be one of continued growth and success.

Earline McClary, Principal

Viola Rivers, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	112	63
Percent satisfied with learning environment	73.1%	74.3%	71.2%
Percent satisfied with social and physical environment	84.0%	74.3%	58.1%
Percent satisfied with school-home relations	50.0%	88.7%	70.0%

*Only students at the highest elementary school grade level at this school and their parents were included.